DOCUMENT RESUME

ED 167 209 JC 790 153

AUTHOR Busky, Henry F.
TITLE The Development of Educational Materials for Community College Health Services.
INSTITUTION Prince George's Community Coll., Largo, Md.
PUB DATE 15 Mar 78
NOTE 66p.; Materials presented at a meeting of the American College Personnel Association (Detroit, Michigan, March 15, 1978)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Clinic Personnel (School); Community Colleges; *Health Education; Health Facilities; *Health Programs; Inservice Education; Instructional Materials; *Junior Colleges; *School Health Services; School Nurses; Student Needs

ABSTRACT

Guidelines are presented for the development of educational materials for the Health Services Program at Prince George's Community College. This program, as part of the Human Development Department, serves three kinds of functions: remediation--the correction of health problems after they have arisen; prevention--the prior identification and removal of potential problems and barriers to success; and development--the growth of the program to meet student and staff development needs. Materials are presented in the following areas: (1) goals and objectives of health services; (2) the role of the nurse practicner; (3) examples of cooperation between human development and other areas of the college community; (4) survey form of student needs; (5) examples of outreach programs (e.g., weight control through behavior modification, cardio-pulmonary resuscitation, video production, and the Health Education and Services Club); (6) in-service training for health services personnel; (7) formal health programs (e.g., health fair, health awareness week, and varsity athletic physicals); (8) examples of formal guidelines used in health services (e.g., issuing handicapped parking permits, pregnancy testing, procedures for psychiatric emergencies); (9) examples of learning materials available for student use in health services; (10) examples from a source book developed for use by work study students in health services; and (11) examples of articles for the school newspaper. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167209

THE DEVELOPMENT OF EDUCATIONAL MATERIALS FOR COMMUNITY COLLEGE HEALTH SERVICES

DR. HENRY F. BUSKY ACPA, DETROIT! MARCH 15, 1978
DIRECTOR OF HUMAN DEVELOPMENT PRINCE GEORGE'S COMMUNITY COLLEGE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Henry F. Busky

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 790 153

THE DEVELOPMENT OF EDUCATIONAL MATERIALS

FOR

COMMUNITY COLLEGE HEALTH SERVICES

ACPA, Detroit
March 15, 1978

Dr. Henry F. Busky
Director of Human Development
Prince George's Community College

For additional copies please contact:
Dr. Henry F. Busky
Director of Human Development
Prince George's Community College
301 Largo Road, Largo, Md. 20870

CONTENTS

1. Philosophy of the Department of Human Development

2. Goals and Objectives of Health Services

3. The Role of Nurse Practitioner in Health Services

4. Examples of Cooperation Between Human Development and Other Areas of College Community

5. Survey of Student Needs

6. Examples of Outreach Programs Conducted by Health Services

7. In-Service Training for Health Services Personnel

8. Formal Health Programs

9. Examples of Formal Guidelines Used in Health Services

10. Examples of Learning Materials Available for Student Use in Health Services

11. Examples of Source Book Developed for Use by Work Study Students In Health Services

12. Examples of Articles for School Newspaper

PHILOSOPHY

OF

THE DEPARTMENT OF HUMAN DEVELOPMENT

Working Statement

Philosophy of the Human Development Department

The premise basic to the Human Development Department philosophy is that all persons have worth and dignity, an urge towards self-actualization and the basic right to achieve their maximum potential.

Two closely related but organizationally separate areas under the ageis of Human Development are Health Services and Counseling.

The philosophy of Health Services derives from a holistic view of mankind in that the Health Services Program strives to promote the opti mal health (the total well-being of an individual-physical, mental, and social) of all members of the College Community via the creation of a milieu which is conducive to healthful and safe functioning. Health Services are viewed as an integral part of a student's educational experience with shared emphasis upon both personal and community health.

Counseling shares with Health Services the holistic view of mankind. As a key function of the Human Development Department, counseling involves the process of accepting students where they are, developmentally, at the moment; helping them become aware of their real potential; providing them with assistance in bridging the gap from where they are to where they need to be; helping them to identify and eliminate the barriers that hamper and restrict their growth; and providing experiences that foster positive growth and development.

Counseling assists the individual in making, and learning how to make, choices utilizing self-understanding and knowledge gained from past experiences. Central to the choice making process is the provision of appropriate learning experiences. The staff of the Human Development Department sees its major role as implementing the development and the provision of these kinds of facilitative experiences.

From this focus on individual development and the provision of appropriate learning experiences to foster same the following outcomes reasonably can be expected:

1. the creation of a learning milieu in which a student feels free to challenge himself and his environment, take risks and experience unknowns;

2. the promotion of a self-identity based on the qualities of flexibility, creativity, openness to experience and responsibility;

3. impetus for individual movement away from facades and external evaluations and motivations and towards a greater awareness of and dependence upon the internal self as the source of motivation and evaluation.

Implementation

The Human Development Department philosophy probably can be most effectively and efficiently implemented through the use of a team approach. The team approach utilizes all levels of staffing, i.e.; professional (clinical psychologist, counselors, nurses), staff paraprofessional (educational advisors, student affairs advisors), student paraprofessional (specially trained work-study students and student assistants), and support staff (secretarial/clerical staff, work-study students), each performing functions appropriate to their training and expertise.

The rigid assignments of functions, in so far as it prevents growth and promotes stagnation, is countraindicated. Rather, it seems logical to assume that as staff members grow and develop in their skills and competences they can be encouraged to perform additional functions and assume increased responsibility. The provision of appropriate staff development and training experiences can also be expected to enhance the development of skills and promote staff growth.

Implied in the statement of philosophy is the performance of certain functions. These functions can be grouped on the basis of their focus into the three general categories of remedial, preventative, and developmental (see figure 1). Remediation involves a focus on the correction of problems after they have arisen. Prevention entails the prior identification and removal of potential problems and barriers to success. Development changes the focus from a problem orientation to a growth orientation. Included in this category are functions directed towards fostering individual growth for the future. A partial list of implied functions and their probable grouping is included in chart 1.

All three categories of functions are important to the successful operation of the Human Development Department. To exclude any category at the expense of any other is to neglect the needs of certain students. While the title of the department implies a focus on the developmental category, provisions should be made for the performance of functions under all three categories.

Chart 1

Remediation	Prevention	Development
Crisis Intervention	CGP Interpretation New Student Orientation	Student Need Assessment Program Development
Counseling/Therapy Referral Career Counseling Psychological Testing Exit Interview		Evaluation Program Planning
Personal-Social Counseling	Faculty Liaison Academic Advisement	Consultation Training Staff Development
Group Counseling Study Skills Committee Meetings Staff Meetings		Committee Meetings
	Pre-Admissions info. College Articulation Outreach	H. P. Seminars Professional Meetings
Health Referral		Health Education Health Week Health Counseling
First Aid	Preventative Health Programs -weight control -stop smoking -blood pressure control	
Minor Illness Care & Treatment		
Handicapped Student Services Senior Citizen Services		

GOALS AND OBJECTIVES

OF

HEALTH SERVICES

GOALS

1. Continue the basic Health Service functions.

2. Meet with the Faculty of various departments throughout each semester to discuss health concerns.

3. Conduct a "Know Your Blood Pressure Campaign" twice a semester.

4. Continue to work with the Health Education and Service Club to provide Health Screening and Health Awareness Week.

5. Develop and implement a procedure to evacuate handicapped students and provide a seminar for the campus on the same.

6. Develop and implement a Behavior Modification Program for Weight Control and Weight Loss for students and staff.

7. Begin to develop an information series of video tapes that can be used on the Student Activity closed circuit T.V. for student information.

8. Investigate the possibility of instituting the use of Para-professionals in the Health Service Program.

9. Keep a comprehensive referral list of community agencies in order to provide on-going health care.

10. Provide services necessary to aid temporarily and permanently handicapped students.

11. Keep a supply of pamphlets on display for student information on various health topics.

12. Enhance professional growth and technical skills by attending staff developmental programs and medical conferences and seminars.

OBJECTIVES

A. Continue the basic Health Service functions.

   1. Counseling and referral to resolve health problems and needs.

   2. Providing first aid care for illnesses and injuries.

   3. Meeting with the physician consultant on a regular basis.

B. Meet with the Faculty of various departments throughout each semester to discuss health concerns.

   1. Arrange to be placed on the agenda for various departmental meetings.

   2. Be available to be a guest speaker for classes - where appropriate. Past examples have been: (a) speaking to an allied health class on human sexuality; (b) leading a community services coffee hour discussion group on "Cancer".

C. Conduct a Know Your Blood Pressure Campaign twice a semester.

1. Set up a table in a light traffic area for blood pressure readings.

2. Encourage those with abnormal readings to come to the Health Services for a re-check.

D. Continue to work with the Health Education and Service Club to provide Health Screening and Health Awareness Week.

1. This includes recruiting volunteers, contacting the agencies for commitment of services, evaluating lab results and providing follow-up referral services.

E. Develop and implement a procedure to evacuate handicapped students and provide a seminar for the campus on the same.

1. Contact the fire departments on fire regulations.

2. Write a procedure on removing handicapped or injured persons from a hazardous environment.

3. Video tape actual carries for use on the Student Activities closed circuit T.V. and general staff/student viewing in the library.

F. Develop and implement a Behavior Modification Program for Weight Control and Weight Loss for students and staff.

1. Conduct in small groups (10-15) to meet once a week for 4 or 5 sessions.

2. Emphasize basic nutrition concepts along with an awareness of why we overeat.

3. Provide a follow-up meeting after completion of the program.

G. Begin to develop an information series of video tapes that can be used on the Student Activity closed circuit T.V. for student information.

1. Preview and purchase those films that would inform students on proper health practices.

2. Produce video programs on various health concerns.

H. Investigate the possibility of instituting the use of Paraprofessionals in the Health Service Program.

I. Keep a comprehensive referral list of community agencies in order to provide on-going health care.

1. Contact the Public Health Department and other community agencies in order to determine clinic hours and other pertinent information.

2. Contact the Welfare Department for information on food stamps, medicaid cards and social services.

3. Maintain information of, and liaison with, community programs that deal with addiction and other adult problems, i.e., GUIDE, BIBBY, HOTLINE.

4. Keep referral information on file and review periodically to keep the list current.

J. Provide services necessary to aid temporarily and permanently handicapped students/employees.

1. Keep a list of handicapped students to assist the Director of Human Development in providing counseling services to them.

2. Provide elevator keys to those students unable to use the stairs.

3. Provide special parking permits under set guidelines to all those in need.

4. Insure that new campus facilities are built to provide minimal obstacles to the disabled student or employee.

5. Hold informal discussions with these students on ways in which the school may be of further service to them (i.e., changing doors, ramps, etc.).

K. Keep a supploy of pamphlets on display for students to read.

1. V.D., contraceptives and sex information.

2. Boood pressure and heart disease.

3. Cancer and smoking.

L. Enhance professional growth and technical skills by attending staff development programs, medical conferences and seminars.

1. Staff meetings, workshops, and seminars.

2. College Health Association meetings.

3. Consultation and discussions with the physician consultant.

4. First aid refresher courses.

THE ROLE OF NURSE PRACTITIONER

IN

HEALTH SERVICES

Nurse Practitioner

An N.P. is generally a registered nurse with a minimum of 3 years of nursing experience, who is then specially trained to help bridge the gap in functions between the doctor and the traditional nurse. There are approximately 5,000 N.P.'s in the U.S. at this time.

N.P.'s give complete physical exams, including eye exams, EKG's, pap smears, etc. They can also do a variety of laboratory tests - depending on background, training and resources; they can interpret these tests and treat minor health problems such as colds, flu, vomiting, diarrhea, vaginal infections, bladder infections, ear infections, sore throats, some skin problems, etc.

An important area of emphasis is in health education . talking with diabetics, hypertensives, those wanting birth control information, etc.; this teaching tends to be time consuming and many doctors have neither the time, patience nor training to handle this area well.

How might I be an advantage (an an N.P.) in Community College Health Service?

Using protocols approved by the consulting MD I could:

1. Do athletic physicals

2. Diagnose and treat minor problems such as: bladder infections, vaginal infections, ear infections, minor eye infections, some skin problems, etc.

3. Do pregnancy testing and dispense some birth control methods (pill, diaphragm) - plus discussing other methods .

4. Do routine pelvic exams,pap smears and breast exams for women.

5. Screen for colo-rectal and testicular masses for men.

6. I can function as a resource person/liaison/patient advocate between students and various community resources.

Frequently, students have no M.D. and little money; and even if we identify a problem, they may not get medical help for it. If we can help them through minor, acute problems, interspersed with appropriate health teaching, they will:

1. Be spared costly (in time and money) interruption of class time
2. Be given full explanations, which helps decrease anxiety and allows them to concentrate on school
3. Be helped toward better health practices with an emphasis on disease and illness prevention
4. Become better informed, more efficient users of community resources.

Many of our students are in the 18 - 30 age group and this is a good time to help them change erroneous, possibly even harmful health concepts and practices and substitute better ones. Hopefull, they will carry better health practices into their own family units.

I don't have all the answers, but I generally know where to get them.

EXAMPLES OF COOPERATION

BETWEEN HUMAN DEVELOPMENT AND OTHER

AREAS OF COLLEGE COMMUNITY

Health Week is a 5 day concentrated effort to provide health screening, education and counseling for the students, staff and faculty at Prince George's Community College.

Cardiac risk factors are screened through the use of the electro-cardiac analizer, blood pressure measurement, comparison of height/weight ratio, personal and family history and results of selected blood values (i.e., 25 SMS).

Screening is also provided for hearing and visual deficits, oral cancer, pulmonary capacities, cervical and breast cancer, syphillis, thyroid disease and other conditions as indicated by the 25 SMA.

All of these efforts are coordinated by the nurses in the Health Center through the cooperation of the faculty and students in certain Health Technology curriculums.

In an effort to make this service more available to all of the members of the college community, it is proposed to include more curriculum in the advance planning and actual operation of Health Week with the incumbent responsibilities also being decentralized.

It is also felt that the experiential aspect of Health Week is an important educational tool for the students at the community college. In this atmosphere of many health professionals from varied desciplines and allied services working together, the student can better comprehend the total effort necessary in caring for the patient.

Proposal:

Coordination: Health Services full-time staff

Medical Technology curriculum to:

provide phlebotomists

total care of specimens (i.e., filling out request forms, assuring necessary care of specimen after being drawn, coordinating services

with laboratory for pick-up of specimen and delivery of supplies).

Nursing curriculum to:

perform hypertension screening and counseling

perform height/weight measurement and counseling

give assistance in electro-cardiac analyzer area.

Medical Records curriculum to:

provide input into preparation of history and data gathering form

compiling the results from the history and screening tests to provide an individual profile and also overall statistical data

assuring the accuracy of the record when all of the tests are completed

Mental Health curriculum to:

provide assistance in health counseling

Dental Assistant curriculum to:

assist the dentist in screening for oral cancer

perform dental health teaching

Medical Secretarial curriculum to:

assist the patient in compiling his medical history

assure the accuracy of the record when all of the tests are completed

perform blood pressure measurement

provide assistance in electro-cardiac analyzer area

Computer Science Department and curriculum to:

write program for:

appointments
data distribution for individual profiles
statistical summaries

interface with medical laboratory

provide input training

Respiratory Therapy curriculum to:

provide assistance in pulmonary capacity screening

Art curriculum to:

develop logo for health week

provide signs and posters for: on campus advertising and station identification

Health Education to:

provide health counseling

According to our health records the following mental and physical impairments have been identified during the spring semester 1977:

1. Physical disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body symptoms:

a. neurological---------- 61
- Polio---------- 5
- Cerebral Palsy---------- 4
- Multiple sclerosis----------1
- Muscular distrophy----------1
- Parapalegic ----------10
- Epilepsy----------10
- Neuritis---------- 1
- Problems with balance----------26
- Problems with dizziness---------- 3

b. musculoskeletal---------- 244
- Back, hip, leg, knee disability----------204
- Arthritis ---------- 27
- Lupus erythematosis---------- 1
- Amputation of a leg---------- 11

c. special sense organs---------- 171
- Partial hearing loss---------- 104
- Color blind---------- 1
- Vision problems (not corrected by glasses)--------66

d. respiratory---------- 61
- Speech impairment (slurring, studdering, lisp,----42
- asthma ---------- etc.)---16
- lung cancer ---------- 1
- shortness of breath ---------- 1
- sarcoidosis----------1

e. cardiovascular---------- 20
- Mycardial infarction (heart attack)----------9
- Hypertension (high blood pressure)----------5
- Poor circulation----------1
- Angina (chest pain) ----------1
- Varicose veins ----------1
- Phelbitis ----------1
- Stroke----------2

f. reporductive ----------0

g. digestive ---------- 6
- Hiatal hernia----------2
- Ulcers ----------2
- Colitis ---------- 2

H.	genito-urinary		4
	Kidney stones	6	
	Kidney transplants	1	
	Malformed kidney	1	
i.	skin		2
	Acne (severe disfigurement)	2	
j.	endocrine		10
	Diabetic	6	
	Hypoglycemia (low blood sugar)	2	
	Underactive thyroid	1	
	Underactive adrenal glands	1	
k.	hemic-lymphatic		1,498
	Sickle cell anemia	2	
	Allergic reaction to drugs, food, environment	1496	
	Total		2,077

Of the above handicapped students:

15	are confined to a wheelchair
11	require an artificial leg
58	wear a back or leg
27	need a cane or crutches for mobility

2. Mental or physical disorder

a.	mental retardation:	--
b.	specific learning disability:	--
c.	emotional or mental illness: psychiatric therapy alcoholism, drug abuse, social maladjustment, etc.	62

Part I Total	2,077
Part II Total	62
	2,139

PRINCE GEORGE'S COMMUNITY COLLEGE
STUDENT AFFAIRS

Human Development

February 13, 1978

TO: Class Instructors, PGCC

FROM: Louise Flanagan, RN, NP
Supervisor, Health Services

SUBJECT: The On-going Flu Epidemic

As you probably know, the D. C. area (along with most of the nation), is in the midst of a flu epidemic. There are four varieties - Hong Kong, Texas, Victoria and the one that is being most talked about now, the Russion Flu.

Russian Flu is primarily affecting people under age 25; it is generally of short duration (av. 3 - 5 days), with symptoms of high fever, severe muscle aches, headaches, abdominal pains and fatigue.

We have been seeing increasing numbers of students with flu symptoms in Health Services over the past few weeks, and for many of them we are recommending bed rest at home. We would therefore like to strongly encourage a temporary relaxation on allowed absences from class for illness, and a moratorium on penalizing students who miss exams or exam reviews due to illness.

Flu sufferers, particularly those with a fever, need to stay in bed and take care of themselves during the acute stages of the illness, to avoid complications and to promote a speedier return to good health. We urge your understanding and cooperation. If you have any questions, please call me at Ext. 251.

SURVEY OF STUDENT NEEDS

Health Services would like to assist you in staying healthy this semester and in the future. Would you take a few minutes and answer these questions to help us better serve your needs?

STATUS: Full-time____ Part-time____ Days____ Evenings____

What services are you aware that Health Services (meaning the Nurse and/or the clinic now offers? _____

_____

Would you like to attend mini-conferences (ex.: 1-2 hours/week for 2-6 weeks, depending on subject, preferences of partitipants, etc.)

	YES	NO
Weight Control	____	____
Diet and Nutrition	____	____
"Over-the Counter Medicines" Do you know what you're taking?	____	____
Help to stop smoking	____	____
Cardio-Pulmonary Resuscitation (C.P.R.)	____	____
Family Planning	____	____

YOUR SUGGESTIONS_____

_____

Would you like to have continuing "rap" sessions on:

"How to stay close when we're never together" (many college students have a difficult time with their 'significant other' when one or the other works and/or goes to school) YES__ NO__

Parenting YES____ NO_____

Issues and Problems of Single Parents YES____ NO____

YOUR SUGGESTIONS_____

_____

Thank you for your time. If there is anything else we can answer for you, don't hesitate to drop in--B125; or call Ext. 251. If no one is there, leave a note--we love to get mail!

Louise Flanagan, FN, N.P.
Helene Guilfoy, FN

EXAMPLES OF OUTREACH PROGRAMS

CONDUCTED BY

HEALTH SERVICES

Weight Control Through Behavior Modification

A six week program designed to help individuals in a group setting to lose weight by being aware of their eating habits and developing a new pattern for eating.

Cardio-Pulmonary Resuscitation

Two six hour sessions conducted by the Health Services staff. The basic cardiac life support program included identifying and modifying those risk factors that increase the chances of heart disease, learning the early warnings of a heart attack and care of the possible victim by learning mouth-to-mouth resuscitation and external cardiac massage.

Video Production

This is a 30 minute video program to instruct college faculty and staff on evacuation of wheelchair and disabled persons from a hazardous situation.

Health Education and Services Club

This club is jointly sponsored by Health Services and the Health Education Department. Its purpose is to provide students an opportunity to be actively involved with providing Health Care Programs for the campus.

Additional Suggested Health Seminars for Students:

1. Examine your medicine chest - include discussion of over-the counter medications.
2. Parenting
3. Diet and Nutrition
4. Exercise
5. Help to Stop Smoking
6. Human Sexuality
7. Family Planning
8. Issues and Problems of Single Parents
9. Alcohol and/or Drug Use and Abuse

YOUR BLOOD PRESSURE TODAY IS..... _ _ / ____

B.P. ?????

What are you measuring when you take a blood pressure reading?

Blood pressure is the amount of force required to circulate the blood through the body. The top number (systolic) measures the force of your heartbeat pushing blood from the heart into the vessels, and the bottom number (diastolic) measures the pressure of the blood against the vessel walls when the heart is relaxing betwen beats.

Normal pressures range from 90/60 to 140/90. Through-out the day a person's blood pressure will vary and may even be higher than 140/90. It is only when it is high and stays high most of the time that aperson is considered to have high blood pressure. And don't worry if your pressure is below 90/60. Unless you feel weak or dizzy (which occurs in only very rare cases) low blood pressure is no cause for concern.

Hypertension Screening

DEPARTMENT OF RESPONSIBILITY: Health Services

PURPOSE: To recognize existing or potential hypertensives and to create blood pressure awareness among the students and staff.

STAFFING: Volunteer nursing students and nurses from Health Services.

STANDARDS: Place stethescope on brachial artery. Inflate cuff, begin with 200mm. If sound is heard right away, deflate completely and reinflate 30 degrees higher.

Drop mercury at a rate of 1 1/2 - 2mm per second.

Systolic is point when sound is first heard. Diastolic is point when change in sound and no sound is heard. (i.e., 120/88 - 80).

Nursing students follow P.G.C.C. procedure.

PRIMARY SCREENING PROCEDURE:

1. Client completes question part of encounter form, noting all pertinent information.

2. Blood pressure is taken.

3. If systolic is 140 or lower and diastolic is 90 or lower, than this is within normal limits (WNL). Staff then interprets blood pressure findings for the client. Their blood pressure should be written on the front of the "Your Blood Pressure" form. Record whether taken on right or left arm.

4. If not WNL (systolic over 140 or diastolic over 90) staff should then complete upper portion of the screening log questionnarie. Tell client that blood pressure is outside of normal range and sometimes there is no particular reason for this. Explain this does not mean he/she has high blood pressure. It means a re-check is necessary. Communicate calm. Ask client to go to Health Services for a re-check within one week.

5. Important....If diastolic is greater than 120 refer to Health Services immediately.

EQUIPMENT: Supplies consist of 1 spygmonanometer with cuff, and 1 stethescope. This equipment is expensive and is the responsibility of the staff when they cover the desk. It is obtained from Health Services and returned when screening is completed. Any time the desk must be left unstaffed, the equipment is to be locked away.

SECONDARY SCREENING PROCEDURE:

1. Locate clients from secondary screening form in file.

2. Blood pressure is taken twice with 5 minute interval. The two readings are averaged and recorded.

3. If the average of the two readings is either a systolic over 140 or a diastolic over 90, client should be referred into the medical system. Check appropriate space on questionnaire.

4. All clients should be given a copy of results and encouraged to make an appointment with their private M.D. for further blood pressure evaluation.

DATE _____

NAME _____

ADDRESS _____

HOME PHONE _____ CAMPUS PHONE _____

STAFF MEMBER _____ STUDENT _____

B.P. at Primary Screening _____ / _____ R or L _____

1. YES NO ? Do you have high blood pressure?

2. YES NO ? Have either of your parents had high blood pressure?

3. YES NO ? Do you smoke cigarettes?

4. WEIGHT:

_____ Underweight _____ Normal weight ____ Overweight

5. RACE:

_____ Black _____ Caucasian ____ Other

6. SEX:

_____ Female _____ Male

7. APPROXIMATE AGE:

_____ Under 19 ____ 20-29 ____ 30-39 ____ 40-49 ____ 50-59

____ 60-65 ____ Over 65

Attempted Contacts:

1. Date _____ Comments _____

2. Date _____ Comments _____

3. Date _____ Comments _____

Second Screening Date _____

B.P. at Secondary Screening _____ / _____ R or L _____

Disposition:

WWL _____

Referred to Private M.D. _____

Referred to Health Center _____

Presently under M.D.'s care

PERSONAL BLOOD PRESSURE LOG

Health Services will regularly take & record BPs on clients under a regular regime of BP monitoring. This copy is to be kept by the client and given to his/her MD as needed. Health Services does not have the facilities to take BPs in a recumbent position.

HEALTH SERVICES GUIDE LINES

*Have client wait 5 min. before checking BP.
*Always take BP in a sitting position.
*Always take BP on the same arm.
*Other guidelines recommended by MD:

_____
_____
_____

Name_____
Phone_____
MD_____Phone_____

DATE ARM READING COMMENTS

DATE ARM READING COMMENTS

IN-SERVICE TRAINING

FOR

HEALTH SERVICES PERSONNEL

In-Service Training for Health Staff

1. Dynamics and New Perspectives for College Health
   sponsored by Maryland College Health Nurses Study Group
   University of Maryland Health Center

2. Mid-Atlantic College Health Association
   sponsored by Princeton University Health Services

3. Suggested In-Service Meetings

   a. Drug Use and Abuse
   b. Psychological Emergencies
   c. Aid to the Handicapped
   d. Eye Injruies
   e. Burn Management
   f. Sports Injuries
   g. Smoking - how to help people stop
   h. Discussion of Student Health Forms
   i. Role of the College Health Nurse Practitioner
   j. The Lone Nurses' Approach to Health Education Programming
   k. For Nurse Director of a Campus Health Service: administration, business practices, etc.
   l. Updates on Emergency care: asthma, diabetes, burns, etc.
   m. Should get together periodically on area-wide (possibly include other states) basis, to discuss common problems and solutions, promote freer exchange of information.

FORMAL HEALTH PROGRAMS

Health Fair Schedule

Heart Disease/Risk Factor Screening

SMA Blood Test (Separate)

Sickle Cell Anemia

Self-Breast Examination Instruction Program

Hearing Screening

Vision Screening

Tuberculosis Testing

Pulmanary (Lung Efficiency Test)

Pap Smear Test (Screening for cervical Cancer) and Breast Examination

Oral Cancer Screening

HEALTH AWARENESS WEEK

TOPICS

A. Self-Help Through Self-Hypnosis

B. So You're Thinking of Becoming A Vegetarian

C. Film - "How To Say No To A Rapist"

D. Child Abuse Recognition and Treatment

E. New Problems and Developments in Venereal Disease

F. Your Health As It Relates To Job Satisfaction

G. Stress - How To Get Rid of That Pain In The Neck

H. So You Want To Have A Baby Naturally

I. Concepts For Achieving High Level Wellness

LETTER OF AGREEMENT

Between: _____Physician

and

Prince George's Community College

The terms of agreement will be as follows:

1. Prince George's Community College agrees to:

   A. provide appropriate space for examination athletes

   B. provide the assistance of college health nurses to perform the following support services:

      1. complete medical history
      2. record height and weight
      3. check blood pressure and pulse
      4. complete urine analysis
      5. take temperature

II. Dr._____agrees to·

   A. provide the following medical examinations:

      1. head, eyes, ears, nose, throat
      2. chest, including heart and lungs
      3. abdominal area, including hernia
      4. spine and lymphatics
      5. extremities, upper and lower

   B. complete a medical form on each athlete, including a certification that the student does or does not meet minimum physical requirements for participation in athletics.

   C. collect the $5.00 fee directly from each athlete being examined.

   D. provide the college with a disclaimer statement holding the college harmless for any liability claims associated with physical examinations.

It is further agreed that there will be no direct payment for services to Dr._____ by Prince George's Community College.

_____ _____

Dr. Physicial Date

_____ _____

Prince George's Community College Date
Dean of Student Affairs

PHYSICAL EXAMINATION FORM

VARSITY PHYSICALS

SPORT:_____ DATE OF EXAMINATION:_____

NAME:_____ SEX_____
last first middle

ADDRESS_____

PHONE_____ BIRTHDATE_____
month day year

SOCIAL SECURITY NO._____

In case of emergency, notify:

_____
name relationship phone, home business

_____
address no. street city state zip

Name;
Date:
Sport:

MEDICAL HISTORY

A. Are youtaking any medication regularly or frequently? _____
If yes, please indicate the drug names_____

B. Diseases: Have you had? (check appropriate answer)

No	Yes: (give date & explain)
	Rheumatic Fever?
	Heart Disease or Heart Trouble?
	Stomach or Intestinal Problems?
	Bladder Disease or Infections?
	Kidney Disease or Infections?
	Tuberculosis or Lung Disease?
	Epilepsy or convulsions?
	Frequent fainting spells?
	Concussion or head injury?
	Diabetes?
	Allergies or sensitivities (include asthma, insect bites, hayfever etc.)
	Serious Injuries or Major Operations (ex. broken bones, torn ligaments, hepatitis, appendectomy, etc.)
	Are you under any restrictions that would limit your physical activity?
	Do you have any aches, pains, or funny sensations that you would like the physician to examin?

Name;
Date;
Sport:

PHYSICAL EXAMINATION

1. HT._____ WT._____lbs.
2. BP._____ P_____ R_____ TEMP_____
3. URINE:_____
4. EYES:_____ Pupilary Response_____
5. EARS:_____
6. NOSE, MOUTH, THROAT:_____

   _____
7. CARDIOVASCULAR: Auscultation:_____

   Murmurs:_____ Varicosities:_____
8. CHEST:_____

   Axillary Nodes:_____ Mammary glands_____
9. ABDOMEN: Sounds:_____ Masses:_____

   Hernias:_____ Groin:_____
10. RECTAL & GENITALIA (if indicated)_____

    _____
11. BONES, JOINTS, MUSCLES:_____

    _____ _____
12. NERVOUS SYSTEM:_____

    Tendon Reflexes:_____ _____

    Eye-Hand Coordination:_____
13. SKIN:_____ _____
14. OTHER COMMENTS:_____

    _____

_____
signature date

EXAMPLES OF FORMAL GUIDELINES

USED IN

HEALTH SERVICES

PRINCE GEORGE'S COMMUNITY COLLEGE

STANDING MEDICAL ORDERS AND GUIDELINES

FOR

HEALTH SERVICES NURSES

It is understood that medical diagnosis will not be made by Health Service Nurses. However, minor illnesses and injuries will be relieved through nursing assessment of the problem followed by appropriate supportive care and treatment of symptomatic complaints as needed, according to the nurse's professional judgement and under these standing medical orders and guidelines.

It is the responsibility of the nurse with the cooperation of the administration of Prince George's Community College and the consulting physician to be prepared for emergencies by regularly attending C.P.R. classes and other refresher programs to keep abreast of new medical trends.

Even though the nurse has the written approval from the consulting physician for initiating any treatment that she feels is necessary, she does so realizing her limitation and capabilities as well as those of the College Health Facilities. ANY DOUBT should be resolved by referring the person to the appropriate agency for further evaluation and treatment or by contacting the physician consultant for advice.

SUBMITTED:

_____
R.N., N.P.
Nurse Supervisor, Health Services

_____
Date

MEDICAL APPROVAL:

_____
Physician Consultant

_____
Date

ADMINISTRATIVE APPROVAL:

_____
Dean, Student Affairs

_____
Date

GUIDELINES

FOR ISSUING HANDICAPPED PARKING PERMITS

The following guidelines were established in order to better handle special parking requests.

Handicapped conditions that do not require a physician's certificate:

1. Obvious and permanent disabilities; examples: those in a wheelchair and lower limb amputees.

2. Obvious and temporary disabilities: examples: those in a leg case and/or crutches.

Handicapped conditions that require a physician's certificate:

1. Permanent but not obvious disabilities: examples: those persons with heart disease, chronic lung disease, or an arthritic condition.

2. Temporary but not obvious disabilities; examples: from recent surgery or from a long term illness.

3. We request the following information from the physician:

   a. the diagnosis
   b. a recommendation for close-in parking, and
   c. a statement of whether this condition is temporary or permanent. Temporary conditions require that the length of time needed for special parking be specified.

Persons who have obvious physical and permanent disabilities that hamper mobility are being issued parking stickers for the front and rear bumpers of their car. Like the student sticker, they have no expiration date. Those confined to a wheelchair are issued the full decal with number and wheelchair emblem. The decal without the wheelchair emblem are issued to persons who have paralysis or weakening of the lower limbs requiring the use of braces, cane, or crutches, amputees and those who have great difficulty moving about.

All other not so obvious permanent health conditions are issued the red card to place on the front dash of their car and can be renewed every fall semester.

Those who are temporarily disabled with be granted special parking for the duration of their handicap.

All requests for special parking will be considered on the basis of need as determined by the above criteria and the professional judgement of the College Nurse.

Guidelines for Pregnancy Test

Stage I - Initial Request and Interview

Have client complete Encounter form (see attachment #1)
A request for pregnancy testing may be stimulated by a number of factors. Some possible reasons other than the obvious are:

A concern about the efficacy or use of the current method of birth control.
A way to gain information about family planning.
A concern about possible V.D.
A desire to be pregnant.

For these reasons all testing must be preceeded by an interview and history taking. The College Health Nurse should interview the client and determine thru subjective and objective assessment whether the test is necessary. If in the professional judgment of the nurse and concurrance of the client the test is deemed unnecessary proceed to Stage III.

State II - Testing

Pregnosticon 2 minute test (see manufacturers instructions)
If positive perform: Pregnosticon 2 hr. test (see manufacturers instructions)

Stage III - Results and Referral Counseling

NO RESULTS WILL BE GIVEN BY PHONE
Positive results - Desired pregnancy - refer to PMD - if client does not have one refer to appropriate Medical Society (such as Prince George's, D.C., Calvert County) or if client desires to appropriate P.H.D. (see referral book)
Undesired pregnancy
Adoption - referral
Abortion - referral pending gestational age
Negative results - Desired Pregnancy - suggest temperature chart. If problem appears to be infertility (inability to conceive after one year) refer to John Hopkins, U. of Md. (Baltimore), Howard, George Washington, or Georgetown Medical Centers.
Undesired Pregnancy - discuss methods of birth control - pros and cons of each. Principle: The best method of birth control is often the one that makes a couple feel most natural and most comfortable. If client is already using a method of birth control is she satisfied with it?

SUBMITTED: MEDICAL APPROVAL:

College Health Nurse Physician Consultant

Date Date

ADMINISTRATIVE APPROVAL:

Student Affairs Dean Date

Attachment I - Patient Instruction Sheet

Pregnancy Testing Information

1. You should be three (3) weeks late on your period; or seven (7) weeks from your last normal period.

2. Do not take any medication for at least 48 hours before test. Do not eat or drink after midnite the night before the test.

3. Your urine specimen is taken the first time after arising in the morning.

4. Clean yourself with soap and water prior to obtaining your specimen then obtain a clean catch mid-stream specimen (not the first and last part of your urine).

5. Bring your specimen to Health Services.

6. You may wait for your results or return later. Under no circumstances will the results be given over the phone.

Please feel free to call Health Services 336/6000, Ext. 251, if you have any other questions.

Pregnancy Test Record

Name _____ Age _____

I.D. # _____

LMP _____

PMD _____

Instruction Sheet given _____

Result Negative _____ Date _____

Positive _____ 2 Hr. Test _____

Referral

PRINCE GEORGE'S COMMUNITY COLLEGE

PROCEDURE

FOR

PSYCHIATRIC EMERGENCIES

Psychiatrists define "psychiatric emergency" as a situation in which someone's life is in imminent danger.

For our purposes we will also include in the category of "Psychiatric Emergency" a situation involving an individual on campus who is exhibiting irrational behavior. Misuse of drugs or alcohol or other emotional disabilities may be the underlying factors. The patient is in need of emergency care and may need to be transported to facility offering psychiatric care.

The following procedure has been established so that appropriate action can be initiated to best help an individual through an emotional crisis by providing the kind of support necessary to help the individual resolve the problem and/or by referring to a community agency for psychiatric evaluation and treatment.

Help for the Emotionally Disturbed Person in Crisis
A Team Approach

Part I

Standard Procedure:

1. Evaluate the seriousness of the situation -
   The evaluation team will consist of:

   a. Director of Human Development (days)
      or
      Administrator-in-Charge (evenings, weekends)

   b. College Health Nurse

   c. Security Officer

2. Clear the area. Establish privacy for the person.

3. Identify the person.

4. Establish communication with the person but maintain distance. Crowding or closeness may be interpreted as a threat. In case of a catatonic stupor verbal contact is especially recommended, as physical contact may induce agitation or excitement. Often times effective communication can be established through a friend.

5. Administer first aid, as necessary.

6. Determine the nature of the problem from persons and other people who witnessed the crisis.

7. Attempt to have the patient come to the Health Service Suite where a quiet safe environment can be established.

8. The Evaluation team will determine the options available for assisting the person in need.

9. If the person threatens to harm another, it is the College's responsibility to notify the "intended victim."

10. A report of the incident will be made by each member of the evaluating team and sent to the Dean of Student Affairs and a copy will be kept on file in the Health Services office.

PART II

Resolution:

The evaluation team will determine the options available for assisting the person in need.

The circumstances of the emergency will dictate the person or agency required. Some are:

1. Ernest R. Leach, Dean, Student Affairs - Ext. 304
2. Dr. Tayal, College Psychologist - Ext. 344
3. The student's personal physician
4. Rescue Squad (through switchboard) "O"
5. The student's parents, guardian or next of kin
6. P. G. Crisis Intervention - 322-2602
7. Hot Line - 864-7271
8. Poison Control Center
   Washington, D. C. 835-4080

Safety should be of primary concern. At no time should heroics be attempted at the expense of your own safety or those around you.

If transportation to a medical facility is indicated the goal is to have the patient willingly consent to go. Forceful restraint is to be used only as a last resort and when the person clearly will be dangerous to himself or to others.

EXAMPLES OF LEARNING MATERIALS

AVAILABLE FOR STUDENT

USE IN HEALTH SERVICES

SURVIVAL SKILLS

LEARNING MATERIALS

A. Substance Abuse Education

1. About Alcohol
2. About Alcoholism
3. Drinking and Driving
4. Problem Drinker
5. Drugs and You
6. Drug Abuse
7. Parents/Drug Abuse
8. To Smoke or Not

B. Health Education

1. V.D.
2. Syphilis and Gonorrhea
3. Cancer
4. Breast Cancer
5. Arthritis
6. Diabetes
7. Common Cold
8. Emphysema
9. Sickle Cell
10. Allergies
11. About Stress
12. About Mental Health
13. Nutritio..
14. Good Germs
15. You and Your Eyes
16. You and Your Teeth
17. First Aid
18. Poison and You
19. About Hospitals
20. Having an Operation
21. Kidneys
22. Ask Your Pharmacist
23. Health Quackery
24. Learning Disabilities
25. Anesthesia

C. Family Life Education

1. Going to Get Married
2. What's a Family
3. As You Grow Up
4. Contraception
5. Going to Have a Baby
6. Baby's First Year
7. Child's Potential to Learn
8. About Baby-Sitting
9. Child Safety
10. Shots for Tots
11. When Your Child is Ill
12. Child Abuse

D. Career Exploration

1. You and Your Lawyer
2. Who's Who/Banks
3. Who's Who/Hospital
4. Who's Who/Schools
5. About R.N.'s
6. Physical Therapy
7. Respiratory Therapy
8. Occupational Therapy
9. Speech and Hearing

E. Safety Education

1. Expert Bike Driver
2. About Bicycles
3. Pedestrian Safety
4. Motorcycle Safety
5. Winter Driving
6. R.V. Safety
7. New Highway Signs
8. Your Next Accident

F. Crime Prevention

1. Women/Self-Protection
2. About Rape
3. Prevent Crime
4. Vandalism
5. Shoplifting
6. Protect Your Home
7. ABC's of Self-Protection

G. Occupational Safety

1. You and Safety
2. On-the-Job Safety
3. Accident Risk
4. Moving Things Safely
5. Noise and You
6. Slips, Trips, Falls
7. Office Safety
8. Office Safety
9. Mission Responsible
10. Clearned for Action
11. Protect Your Hands
12. Foot Safety
13. Oshact
14. Professional Drivers

Cassette Tapes and Handouts Being Developed in Health Services for Students/Staff Use

Heat Stroke

Heat Exhaustion

Skiing Accidents

Tennis Elbow

Jogging

Drugs

Alcohol

Headaches

Epilepsy

Skin Care
Sunburn/Acne

Exercise

Weight Control

Care of the Feet

Smoking

Nutrition

Heart

Stress

Rest

Effective Parenting

Mental Health

Hypertension/Frostbite

CPR

Colds/Flu

Family Planning

Sports Myths & Injuries

EXAMPLE OF SOURCE BOOK

DEVELOPED FOR USE BY

WORK STUDIES IN HEALTH SERVICES

SOURCE BOOK

FOR

HEALTH SERVICES WORK STUDIES

DAILY ROUTINE

Check xerox box -- xerox as indicated (see xerox guidlines)

Ckeck file box and file appropriately
**If you do not know where to file something -- ASK --
if something has been misfiled it is probably lost forever!!

Sort and deliver mail for inter-office.

Pick up mail daily in M2102.

Answer phones and take messages.

If the nurse is with a patient show the next patient into an available examining room. If all the examining rooms are filled have the patient wait in the reception area until the nurse is free.
**Remember -- you are the first person the patient sees and your attitude can influence his acceptance of Health Services.

Straighten the reception area as needed -- especially the coffee area. Restock the pamphlet shelves when necessary.

Every Wednesday -- change bed linens morning; carry dirty linen to Novak Field House. (count each used linen piece and make 2 copies - one for us and one for the lady doing the laundry)..Pick up clean linen same day after 2PM.

XEROX GUIDLINES

Up to 10 copies may be done at Student Activities.

Over 10 copies must be duplicated in M 2069 -- card must be obtained from Mrs. Schwab in M2102 in order to use the xerox machines in M 2069.

What to xerox: Incident reports -- 1 copy
All memos -- 1 copy always for file; others as indicated.

Disposition:

Incident reports:
- original to file
- copy to Payroll Department -- Kent Hall

Memos:
- original to individual addressed in memo.
- copy to file

Employee accident reports: *not to be xeroxed
- white copy to Payroll Department -- Kent Hall
- yellow copy to file
- pink copy to employee's department

STUDENT HEALTH FORMS

** These contain confidential information and should not be left laying around the office.

Check for rectangles filled in completly and darkly. (see instructions on form.

Check for social security number area filled in -- numbers do not have to be written in as long as blanks are filled.. Be especially alert here -- if this area is not completed the form will be rejected by the computer.
If social security number is not filled in check with the admissions office for the number.

When all forms have been received and checked for the current semester they are sent with a computer request to the computer intake.

After keypunch is finished with the forms they are returned to Health Services where they must be filed alphabetically.

The entire file must then be checked against the current student directory and records of students not currently registered disposed of.

If student already has a health form on file -- remove the old copy and keep the most recent.

STUDENT SERVICES

Prince George's Community College
Main Telephone: 336-6000
Human Development

Clinical Psychologist	Rm.	Ext.
Shanti Tayal	M2095	344

Counselors: Largo Campus

Don Dresner	L122	561
Carolyn Harrison	L122	386
Warren Ferguson	T-16	445
John Johns	M2102	235
John Kelly	M2114	215
Maxine Marinaccio	M2102	235
Dick Morrison	LSC142	235
Andrew Rennie	B125	345
Barbara Sanders	M2102	235

Educational Advisors: Largo Campus

Veronica Alford	M2102	402
Evelyn Greene	L122	562
Bob Goodman	M2102	403
Tom Quinn	L122	238

Director of Human Development

Henry F. Busky	M2102	347

Health Services

Helene Guilfoy	B125	251

Extension Centers

Andrews Air Force Base 568-5540

Marcia Ewing - Counselor
Nancy Pat Mitchell - Counselor
Ext. 597
Susan Robinson - Advisor - Ext. 597

Laurel High School 725-3166

Paul Toscano - Counselor
Marilyn McRoy - Advisor

Surrattsville High School 868-2169

Peter Labukas - Advisor
Bob Jones - Counselor

Student Affairs

Admissions:	Rm.	Ext.
Leon Weaver	B154	296

Dean of Student Affairs

Ernest Leach	K119	304

Financial Aid

Alonia Sharps	B152	315

Placement & Career Counseling

David Borchard	M2107	380
Bob Randolph	M2106	380

Records and Registration

Carl Seldomridge	B168	201
George Raley	B168	201
Pat Miller	B168	201
Janet Evelhoch	B168	201

Student Activities

Jay Boyar	LSC	248

Testing

John Ash	M2104	532

Veterans

Frank Rothchild	B168	460

THE OWL NURSE SAYS...

Dear Owl Nurse -

I am a new student at P.G.C.C. I have been told that an Owl Nurse can be seen flying above the campus in the light of the full moon. I also hear there's a Health Service on campus. Can I believe what I hear?

Unbelieving Student

Dear Unbelieving -

Yes, it's true! There is a Health Services. It's located in 125 Bladen Hall and is staffed by great nurses. Help is available from 8 a.m. to 9 p.m., Monday through Friday and 9 a.m. to 1 p.m. Saturday. First aid, health information, and health counseling are provided for all. For those of you with headaches, cold symptoms, or sore throats, non-prescription medication can be administered to help you through the day. Also handicapped parking permits and elevator keys are available to students with disabilities. For the ill, tired, or hung over student, two beds and two recliner chairs are available in a quiet restful room.

P.S. About the rumor of the Owl Nurse flying around at night -
Keep It Under Your Hat.

Dear Owl Nurse -

I think I caught V.D. last Saturday night. What should I do?

Midnight Rambler

Dear Mid -

Gonorrhea and syphillis left untreated can cause sterility, leave you chronically ill and shorten your life. Prompt treatment, therefore, is essential. The Public Health Department in Cheverly, Md. offers free and confidential treatment. Contact them (see next page) or see your family doctor.

EXAMPLES OF ARTICLES

FOR

SCHOOL NEWSPAPER

THE OWL NURSE SAYS....

FROM THE OWL NURSE STETHOSCOPE:

The following agencies are available to help you with a health problem or provide a service related to your health needs. If these do not offer what you need, don't worry, I've got more.

HELPFUL NUMBERS TO CUT OUT AND SAVE

P.G.C.C. Health Services	336-6000, Ext. 251
Public Health Department: Cheverly - Information	773-1400
Prince George's County Hotline	864-7271
Planned Parenthood: Landover Mall	773-5601
Emergency Psychiatric Service Prince George's Hospital	322-2606

As a bonus for reading this article you can come to Health Services and have your blood pressure taken----------.- Just say the Owl Nurse sent you. Bye Now!

TO THE COLLEGE COMMUNITY

from

THE HEALTH EDUCATION AND SERVICE CLUB

concerning

THE AMERICAN REDCROSS BLOODMOBILE

I DID IT!

Some do it simply to prove they can. Some do it because it's a new experience. Some do it out of the goodness of their hearts. Some do it to help.

There are as many reasons for giving blood as there are people who give it.

Last Spring students and employees alike rolled up their sleeves and braved the needle to donate their beautiful blood to the American Red Cross. In return they and their families received blood transfusion protection for one year.

Each potential donor will also receive a free medical check-up of blood pressure, pulse, temperature, weight and hemoglobin (iron in the blood). The blood is tested for V.D. and hepatitis symptoms and persons are imeediately notified when the blood they donate indicates these symptoms.

This year the Bloodmobile will visit our campus on _____ _____ from 10:00 a.m. to 4:00 p.m. in the Largo Student Center's Community Room C. The Red Cross is asking that our large student and employee population donate at least 300 units to maintain an adequate supply of blood.

When was the last time you gave?

Why not grab a friend and head on down to Community Room C on _____ _____ between 10:00 and 4:00 to be among those.....

WHO DID IT

UNIVERSITY OF CALIF.
LOS ANGELES
APR 2 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

JULY 17 1979